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JUVENILE COURTS AND THE
DELINQUENT ADOLESCENTS

by

Ella Leona Lee

A Thesis in Education Submitted in Partial Fulfillment
of the Requirements for the Degree of
Bachelor of Science

in

the

Division of Arts and Sciences of the

Prairie View State Normal and Industrial College

Prairie View, Texas

May, 1938

ACKNOWLEDGMENT

DEDICATION

" He who is not comfortable at home will

always be running off into

mischief."

DEDICATED TO

My Children and My Sister

ACKNOWLEDGMENT

The writer wishes to make an acknowledgment and express her appreciation to the ones who aided her in this brief study.

I am indebted to Professor George W. Reeves, my advisor and instructor in Prairie View College, for helping me to secure material for this study and for his patience in directing my study of this subject.

I am also indebted to Professor H. A. Bullock for the awakening created while under his instruction in the study of Science; and to the several authors who have discussed the subject, and to the researchers who have secured and given the facts concerning Juvenile Court and Adolescent Child.

CONTENTS

Subject	
Acknowledgement	
Dedication	
Introduction	
Outline	
I. History of Juvenile Courts	
II. Extent of Jurisdiction	
III. Prevention of Crime	11
IV. Personal Comments	19
V. The Adolescents	
VI. Nature's Plan	
VII. The Life's Story	
VIII. The Story of Manhood and Womanhood	
IX. Protection Against Bad Habits	
X. Recreational Needs	
XI. Summary	
XII. Bibliography	

Juvenile Courts and Delinquent Children

	Page
I. Introduction	1
II. History of the Juvenile Court	
1. Background of Legislation	2
2. Pioneer Juvenile Courts	4
3. Spread of the Court Movement	6
4. Development of Organization	8
III. Extent of Jurisdiction	
1. Age Limitation	
a. Variations between States	9
b. Termination of Jurisdiction by Marriage	10
c. Increase of Age Jurisdiction	10
2. Types of Cases Over Children	12
a. Delinquency	12
b. Dependency and Neglect	13
c. Mentally Defective Children	14
3. Classes of Cases Over Children or Adults	
a. Illegitimate Cases	15
b. Truant Child	16
c. Violation of Child Labor Laws	16
IV. Prevention of Crime	17
V. Personal Comments	18
VI. Adolescents	21
VII. Adolescent Traits	22
VIII. Nature's Plan	24
IX. Hygiene of the Adolescent	25
X. General Principles	25

TABLE OF CONTENTS

	Page
XI. The Life's Story	26
XII. The Story of Manhood and of Womanhood	26
XIII. Protection Against Bad Habits	27
XIV. Recreational Needs	28
XV. The Adolescent Stage	32
XVI. Summary	30
XVII. Bibliography	

INTRODUCTION

The American juvenile court is a subject on which many books might be written from different points of view and approaches. It is a response to the modern spirit of social justice, and is perhaps the first legal tribunal where law and science, especially the science of medicine and those sciences which deal with human behavior, such as biology, sociology and psychology, work side by side. It recognizes the fact that the law unaided is incompetent to decide what is adequate treatment of delinquency and crime.

It undertakes to define and readjust social situations without the sentiment of prejudice. Its approach to the problem which the child presents is scientific, objective, and dispassionate. The methods which it uses are those of social case work, in which every child is studied and treated as an individual.

The principles upon which the juvenile court acts are radically different from those of the criminal courts. In place of tribunals, judicial restrained by antiquated procedure, satinated in an atmosphere of hostility, trying cases for determining guilt and inflicting punishment according to inflexible rules of law, we have now juvenile courts, in which the relations of the child to the parents or other adults and to the state or society are defined and are adjusted summarily according to the scientific findings about the child and his environments.

The juvenile court, or the child's court is of comparatively recent origin, but the legal principles underlying it may be traced far back into Anglo-American jurisprudence and legal history. While in some instances these principles have been greatly extended and modified, their primary basis is the common law. The juvenile court should be looked upon as a growth in legal theory and not as a departure there from.

Upon whatever legal basis the juvenile court may be founded, the primary and definite legal question at issue is, in most instances the right of the court to control the custody of the child. With the advent of juvenile courts possessing broad discretionary powers to commit children to institutions upon which ground that the welfare of the child demands an assumption by the state of parental control, a determination of the nature and extent of the rights of parents to the custody of their children becomes of vital importance in any discussion of legal principles which underlie the juvenile court legislature.

HISTORY OF JUVENILE COURTS

1. BACKGROUND

The early courts dealt only with neglected and dependent children, with children whose custody rival ⁱⁿ claimants sought, and with children who were charged with specific offenses. In general dependent and neglected children have had much less to do with the juvenile court movement than the delinquent child. The movement was started principally as a protest against the inhumane attitude of the criminal law, and the court that administers it,

toward offending children, and only incidentally as a protest against the unorganized charity work of private agencies and the unsatisfactory state provision for the care of neglected and dependent or destitute children.

Various attempts have been made from the early days of English and American history to save offending children from the rigidity of the common law, but the history of law discloses that such attempts were only sparadic and in many instances have accomplished very little.

All through the middle Ages, true to the general tendency in the criminal law of the time, offending children were treated with great severity which reaches its climax in the seventeenth and eighteenth centuries. A child of eight years, who had "with malice, and revenge, craft, and cunning" set fire to a barn, was convicted of felony and duly hanged. One boy of ten, who confessed to have murdered his bed fellow, was condemned to death and all the judges agreed to the imposition of this penalty because the sparing of this boy simply on account of his tender years might be of dangerous consequence to the public by propagating a notion that children might commit such atrocious crimes with impunity.

The history of modern treatment of juvenile offenders had its rise during the period of industrial revolution and of the religious and moral revival at the beginning of the Nineteenth century. It is more or less directly connected with the factory legislation in favor of women and children and the development of the women movement in general. The first part of the Nineteenth century, however, witnessed the movement for the reform of the adult criminal and the crusade against slavery, a controversy

so all-absorbing that little reforming energy could be spared for the cause of "juvenile criminals," which did not sufficiently obtrude itself upon the public attention. It was not until the close of the first half of the 19th century that the conscience of the public seemed to have been exercised over the question of "juvenile crime." ^{And} It was about that time that the first juvenile reformatories were established and some of the important features of the modern juvenile court legislation made their appearance.

Although the juvenile court is largely an American institution, the legislative recognition of the desirability of differentiating the method of trial of an adult criminal from that of a juvenile delinquent, before there was a juvenile court in the U. S., was not wanting in some other countries. Some few of those countries are: England, Switzerland, Australia, and Canada.

2. PIONEER JUVENILE COURTS

Certain features of the juvenile court, as we have seen, have developed both abroad and in some American states other than Illinois, and there is, accordingly, some controversy as to the county or the state which deserves the credit of having established the first juvenile court. It is, however, a generally accepted fact that the first juvenile court, not only in the U.S. but in the whole world, began in 1899 with the establishment of the Chicago Juvenile Court, technically called the Juvenile Court of Cook County.

The juvenile court law of Illinois, officially styled "an act to regulate Laws of Illinois, 1899, pp. 131, the treatment in

and control of dependent, neglected, and delinquent children," under the authority of which the juvenile court of Chicago was established, created no new or special courts. In all portions of the state except Cook County, it conferred jurisdiction in cases arising under the law upon circuit and county courts. It provided that in counties of a population over 500,000 the circuit court judges should designate one or more of their number to hear all juvenile cases, a juvenile court room should be separately provided, a separate record kept and that the court might for convenience be called "the juvenile court". This law contained practically all the essential features of juvenile court as it exists today. There is not much that is new about the law itself. The only new and very important thing was the concept that the child who broke the law was not to be regarded as a criminal, for the law provided that all persons under the age limit should be considered wards of the state and should be subject to the care, guardianship, and control of the juvenile court. The delinquent child was to receive practically the same care, custody, and discipline that were formerly accorded the neglected and dependent child and which, as the act stated, should approximate as nearly as might be that which should be given by his parents. To this effect, in drafting the bill great care was taken to eliminate in every way the idea of a criminal procedure. Instead of arrest by warrant, examination by a magistrate, holding bail, possibly indictment, and trial by jury, the juvenile court procedure has substituted the less rigorous sequence of complaint, investigation, petition, summons, and on informal hearing. In short, the chancery practice was substituted

for that of the criminal procedure.

After much debating, planning and consideration by a body of socially-minded women and lawyers with Judge Harvey B. Hurd and Dr. Hastings, H. Hart as president and secretary respectively of an organized committee juvenile court were organized throughout the country.

The pioneer stage in the development of the juvenile court movement lasted until 1904. It was largely a period of experimentation of sentiment, and of missionary work by individuals.

The pioneer stage was a period of sentimentality. Sentimentally has undoubtedly played a great part in the juvenile court movement. The movement was started and advocated in many places not so much from any legal theory, scientific motive, or any consideration of democracy or social economy as from humanitarian considerations based on sentiment, sympathy, morality, or humanity.

3. SPREAD OF THE COURT MOVEMENT

The spread of the court movement is one of the remarkable developments in the field of, juris-prudence during the last quarter century. The movement which had its inception in Chicago has been extended throughout the country and to most parts of the world. In principle at least, almost everywhere the child emerged from the domination of the ideas and practices of the old criminal law.

The American juvenile court system has been widely studied by commissions from abroad, and requests from foreign governments have frequently been made for advice concerning its organization,

procedure, and practice. The principle and some of the features which characterize the American juvenile court have found their way into statute books and into practices of courts or agencies dealing with the world. It clearly demonstrates the recognition by all the countries of the value of this institution and the ever increasing endeavor by each to develop it on the best lines.

In the twenty-eight years since the first juvenile was established in Chicago, the extension and development of the juvenile court within the United States has been remarkably rapid. In spite of inertia and opposition state after state has passed similar legislation and has established either separate courts or special sessions of existing courts for the hearing of children's cases. Nearly every year new laws have been passed providing for juvenile courts and old laws have been amended so as to express the more recent thought on the subject.

The progress of the Movement from the very beginning has been especially rapid through the West, partly because the West was relatively untrammelled by fixity of traditions and institutions, and partly because in the older states the need was less since some kind of care of children had usually been provided for in their statutes. Originally, a number of the eastern states engrafted on their old criminal laws some of the conspicuous features of the new legislation and the proceedings in their juvenile courts partook of a Quasi-criminal nature in delinquent cases. This feature has been either relaxed, modified, or discarded in recent years, notably in New York county children's court law of 1922, which, based on a constitutional amendment adopted by referendum in 1921, conferred chancery powers upon children's courts.

4. DEVELOPMENT OF ORGANIZATION

Although the principal of the juvenile court is accepted throughout the country, its organization and technique, though not entirely unknown, were in the main undeveloped at the beginning of the juvenile court movement. There were few traditions and almost no trained personnel. The pioneer courts, therefore, had to develop new types of staffs, new modes of preliminary procedure, of hearing, and of detention, new Laws of New York, 1922, ch. 547 technique for gathering fact, social and mental, and methods and facilities for making disposition of cases.

As in each state the juvenile court operates under a different legal system and lives under different local conditions, a great variation in organization, procedure, and method exists. Gradually, however, as a result of more than twenty years' experience, methods have been tested and the main principles of technique formulated.

Standardization of personnel is essential to any successful working of juvenile court, which after all depends more upon human factors than upon law. The qualifications and training of judges and probation officers are regulated not so much by statutes as by experience.

In ^{man} ~~any~~ states the juvenile court has been broadened to include children above the age limits set in the original laws and classes of cases not at first included. In some states the jurisdictional age has been raised from sixteen to seventeen or eighteen. In most cases the juvenile, or rather, the jurisdiction included at first only cases of children alleged to be delinquent, dependent, and neglected, but, in the majority of states that

have enacted on the subject, it has been extended to adults who contribute to the delinquency or dependency of children. A great many by a large number of juvenile courts, relating many administrative tasks have been assured by a mother's pension, by granting work permits to underaged children under child-labor laws, by cases of defective children, and to the placement of children in family homes.

EXTENT OF JURISDICTION

The extent of the jurisdiction of the juvenile court, as distinguished from its system of jurisdiction, relates to persons and cases instead of to the place of the juvenile court in the judicial branch of government or the types of geographical units served. Obviously the law dealing with children must specify the age limit under which the court has jurisdiction and the conditions which call for the interference of the court. In other words, it must specify what is a child and in what cases or over what classes of children and, in some instances, over what adults the juvenile court has jurisdiction.

1. AGE LIMITATION

a. VARIATIONS BETWEEN STATES

A juvenile court invariably defines the legal meaning of a child: The age limit under which the court may obtain jurisdiction in children's cases varies from sixteen to twenty-one years in different states. The age limit for all classes of children of both sexes is eighteen in fourteen states, seventeen in four states, sixteen in thirteen states, and nineteen in one state. In some states a distinction in age limit, ranging from sixteen to eighteen is made according to sexes. When-

ever a distinction is made, the age limit for girls is usually lower than that for boys and the age limit for dependent and neglected children is usually lower than that for delinquent children.

b. TERMINATION OF JURISDICTION BY MARRIAGE

An interesting question often arises when a girl reaches her majority, which is usually earlier than that required for boys, and when a girl under the age limit is married complexities arise in such cases because of the fact that the terms of juvenile-court statutes generally apply to minor children, and there are often statutes providing that females married to persons of full age shall be taken to be of full age. It has been generally held that the provision that the jurisdiction of the court may continue through the minority is to be taken liberally and does not necessitate the release of a girl delinquent when she reaches her majority, to a person of full age, if the statute provides that jurisdiction or commitment may continue until she is twenty-one. The principle upon which the decisions rest is that the law defining delinquent and dependent children, makes the age, not minority, the controlling element, and that the jurisdiction of the court is not to cease merely because a delinquent or dependent enters into marriage relation.

c. INCREASE OF AGE JURISDICTION

The increase of age jurisdiction, or rather the treatment of the adolescent offender, is a question both significant and interesting. Should the age jurisdiction of juvenile courts be increased? Should a special adolescent court be created? Or should

a special procedure in existing courts be established? These questions merit careful consideration from every angle.

When the increase of age jurisdiction is viewed in the light of psychology and psychiatry, whatever chronological age cleavage is legally adopted for administrative needs, it is evident that it must necessarily be more or less arbitrary.

It can not be accepted by a psychologist, for it cannot conform to the varying degrees of development and capacities among individual children. It is very apparent that it is arbitrarily unjust that a boy one day less than eighteen years old and another boy one day over eighteen, who commit the same offense, are subject to different laws, different examination, different care, and different punishment.

Viewing the increase of age jurisdiction of the juvenile court as an administrative problem, we are at once confronted with practical difficulties. As the older youth is more likely to be involved in cases, with the increase of the age jurisdiction, a great number of additional cases would thus be thrust upon the juvenile courts, upon the probation staff, upon the institutions, and upon the various other agencies.

In order to avoid the evils of handling the cases of young adults in the ordinary criminal courts and to avoid many practical difficulties in increasing the age jurisdiction of the juvenile courts or parts of courts, special, usually branches of the police court, have been set upon for the trial of charges against adolescent offenders.) The first innovation of this, kind came about in 1914, "Boys' Court" made by the Chicago Municipal Court, which tries

misdemeanor and quasi-criminal cases against boys from seventeen to twenty-one.

The primary purpose of such a court is to keep youth apart from adults criminals. It is not a juvenile court, but a regular criminal court with some modifications in procedure. The wisdom of this institution may not be open to serious question, but it is, at best, a halfway measure and does not have the positive and constructive merits of the first method, that of increasing the age jurisdiction of which juvenile courts.

2. TYPES OF CASES OVER CHILDREN

In most of the states having juvenile courts, the law covers dependent, neglected, and delinquent children. The differentiation in law is not always clear, for in many cases a child may be classified one way or another. In many states, the terms "dependent" and "neglected" are used interchangeably, although the recent tendency is to give these two terms distinctive meanings. In a few states, the term "destitute" children has been used to embrace children defined under other laws as dependent. In some states to these classes of cases, children who are mentally or physically defective, children who are truant, illegitimate, in corrigible, wayward or abandoned, and children who are found violating the child-labor law are added as distinct groups; but, in reality, most of these classes are only parts of the larger problems of delinquency, dependency, and neglect.

a. DELINQUENCY

The delinquent child presents by far the greatest problem

for juvenile courts, for the nucleus of the ordinary business of a juvenile court is composed of cases of delinquency.

The legal definition of delinquency differs in different states. In a few states the courts deal with those of juvenile offenders who are charged, or being incorrigible. In most states, however, a broad definition of delinquency, which generally includes certain acts are not punishable if committed by adults, and which may not have been misdemeanors if committed by minors before the juvenile-court law was passed, is formulated in the statute in order that the court may be prevented by the lack of technical jurisdiction from assuming the care of any child.

b. DEPENDENCY AND NEGLECT

Dependency and Neglect: Juvenile courts statutes generally define dependency and neglect in the broadest of terms as as to include all children who need care and protection of the state. The dependent or neglected child is usually defined as any child under a certain year of age who is (1) destitute, (2) homeless, (3) abandoned, (4) dependent upon the public for support, (5) without proper parental care or guardianship, (6) begging or receiving alms, (7) found living in a house of ill-fame or with a vicious or disreputable person, (8) in a home unfit because of neglect, cruelty, or depravity on the part of the parents, (9) peddling or playing a musical instrument or singing in a public place, (10) in surroundings dangerous to morals, health, or general welfare, or such as to warrant that the state assumes guardianship. In some states the dependent or neglected child is defined in much greater detail so as to

include children who are vagrant, orphan, and illegitimate, or one who uses drugs, cigarettes, or tobacco, or intoxicating liquor.

When dependency and neglect are defined separately, the former usually refers to the inability of those legally responsible for a child to provide or care for him, or the nonexistence of such persons; while the latter refers to improper guardianship or wilful neglect by an adult who is responsible for the child.

c. MENTALLY DEFECTIVE CHILDREN

In some states the juvenile court is given jurisdiction over mentally defective children and has authority to commit them to institutions. Jurisdiction over defective children may be had in several ways. They may be defined simply as dependent or neglected, as they are almost always dependent or neglected, or they may be committed as a consequence of their delinquency, dependency, or neglect, or they may be treated as defective regardless of whether or not they are also delinquent, dependent, or neglected.

It is believed that the case of the mentally defective child is so closely analogous to that of the dependent and neglected child that the court having authority over the latter should be given jurisdiction over the former. With its clinical facilities and probation staff, the juvenile court seems to be the best agency to make a thorough diagnosis and to carry out a wise treatment. Whenever commitment is desirable, it should not be necessary to resort to another tribunal.

3. CLASSES OF CASES OVER CHILDREN OR ADULTS

(a) Illegitimate Cases

A few juvenile courts have jurisdiction over illegitimate children. This jurisdiction may be exercised over parents or the child or both. It is exercised over parents to establish the paternity of the child born out of wedlock and to compel his support.

The advantages of having these cases tried in a socialized court are that an informal and private hearing may afford the mother better protection from needless publicity and humiliation than in other courts, and that the juvenile court has facilities for investigation and is in a position to exercise a continuing supervision and control over all parties concerned in regard to both custody and support, with power to modify its orders as changing conditions may necessitate.

The wisdom of vesting the juvenile court with the authority to assume parental care and protection over illegitimate children has not been given or rather questioned. As it has been generally estimated, illegitimate children contribute more than their share to the number of juveniles who come in conflict with the law or who are wayward and difficult to control. This is partly because of the fact that mentally defective persons, especially feeble-minded girls and women, are probably more likely to have illegitimate children than the home life and parental care, at-

tended by the detrimented conditions so frequently accompanying birth out of wedlock.

b. TRUANT CHILD

Recognizing that habitual truancy is one of the chief causes of juvenile delinquency and is often merely the evidence of the default of the parents in their duties, most truancy laws rest in the juvenile court jurisdiction over the truant or the parents or both. In about twenty states, the juvenile court is given power to compel the child to attend school, and in about five states further power is given to make such orders as are necessary to make parents or guardian comply with the compulsory school-attendance law. In some states, truancy is included in the definition of delinquency, and truant children are dealt with as delinquents.

c. VIOLATIONS OF THE CHILD LABOR LAWS

In some states the juvenile court is given jurisdiction over the case of an adult violating the child labor law. Authorities generally believe that such cases, if properly handled, do not involve the presence of the child in court as a witness at all and that they should be handled as other cases of violation of labor laws. In other states employment certificates or work permits for children in certain occupations, especially theatrical occupations, are required to be issued by the juvenile, the judge. In states and cities which regulate street trading by children, violations of the ordinance are usually considered delinquencies to be dealt with by the juvenile court.

The justification of resting this jurisdiction in the juvenile court lies chiefly in the fact that the abnormal demand for child labor, like the disorganization of the compulsory education laws, has long been considered an important factor leading to juvenile delinquency. It has been found that children who work furnish the juvenile court with slightly larger number of cases.

PREVENTION OF CRIME

If those who have been children in their care, to direct and mold correct habits of living would use the right method of prevention, there would be fewer cases of delinquency or professional criminality; for it is better and easier to prevent error than to correct it.

Some think that punishment is a good method to prevent crime; it is only a method of defense while prevention is a method of offense. It is time lost to continue to take individuals out of a situation in which they become criminals punish them and permit the situation to remain as it was.

A case of delinquency is more than a physiological act of an individual; it is a whole net work of social relations and if we deal with this whole net of social relations, we are working to prevent crime. If the habits are directed properly in early life while the child is comparatively plastic, almost any pattern of behavior can be developed, but often a life organization has developed. It is very difficult to modify it.

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the Board of Directors of The Common-Wealth Fund and is being carried out by the Joint Committee on Methods of Preventing Delinquency. This method is to select children who manifest conduct difficulties of any kind-irregualr attnedance, poor scholarship, sullenness, neglect, etc.

It is thought by some that the school is the agency by which to prevent delinquency and even to modify the condition after it has developed. But the educational system that is concerned with about one-twelvth percent of the child's time will not be able to produce much effect on the child, and its influences of the home and neighborhood conflict with those of the school.

The work of the school must be extended beyond the school walls. This is done by visiting teachers whose duties are to extend their work. There are other agencies that are making efforts to deal with near-delinquents.

In early days when children were found guilty of crime, after conviction was confined with the adult criminals and was punished very much as adults criminals were punished; but since the organization of the juvneile court a child under seven years of age is punished by order of the court. While those between seven and seventeen were punished as adults.

A few years after the establishment of the juvenile court there was no more handling of children's cases as adults.

PERSONAL COMMENTS

Professor H. W. Thurston of New York School of Philanthropy and former chief probation officer of Chicago:- "Thus far, perhaps, the greatest achievement of the juvenile court is its direct and powerful contribution to the development of a community conscious-

ness of the wrongs which children suffer from remediable weakness in our most cherished institutions."

Commissioner Belliards of the Winnipeg Juvenile Court, "The immediate services of the juvenile court are vital and important, but its most vital and most important work lies in the fact that it projects, as it were, upon a screen, a faithful picture compelling a kindly but busy public to pause and observe the horrifying wastage of human material brought about by the industrialism and commercialism of our much vaunted modern civilization and represented by the pathetic figure of the delinquent child in the juvenile court."

Mrs. Fannie Grey Clegg of Trinity who has been recently admitted to the bar of the United States said she is very much interested in the newer philosophy in regard to the whole problem of delinquency.

"I would like for every community in Texas to have a court equipped to deal with children's cases, and I will not stop until Texas has a juvenile law based on the standard juvenile court act drafted by a committee of the National Probation Association."

The Houston Chronicle, December 13, 1937

Judge Baker who was over the juvenile court of Weldon County, Colorado, "Juvenile courts are held in suspicion by the layman, in contempt by the lawyer, and regarded with a sense of weakness by the judge. The only conclusion any one familiar with even the best of them can reach is that providing machinery for the reformation of incorrigible children they have failed."

In 1936, Mrs. Ellie Walls Montgomery of Houston, Texas, made a great contribution to the study of Juvenile Delinquency of Negroes

in Houston, Texas. In the study done by her and the group under her direction, we find that she gives the greater cause for delinquency to the need for Institutional care.

In numerating the charges against the boys they were found to be as follows:

Petty larceny	Riding bicycles on teh side walks
Grand larceny	Sex pervasion on boys
Running away	Sex perversion on animals
Assault	Disorderly conduct
Rape	Gambling

Their ages were from 12-16 years. Boys over 16 years are not handled in the juvenile court. The court cases were 251. The court's disposition fosuchcases was as follows: Commitment to Gatesville.
Put on prbation
Released to relatives or schools.

The home conditions: good homes, broken families.

Complanints against girls associating with immoral persons, wandering the streets, incorrigiblity, venereal diseases, truancy running away from home, theft.

Sunday reports - pregnancy

Disppsition of the court in 139 cases of girls - married

placed under supervision

released to parents

closed cases

referred to Social Service

probation

referred to Attendance Department

The home conditions - good, fair, poor. Live with both parents; live with mother; live with father; live with relatives and others.

There were 119 unmarried mothers. The greatest number of these mothers was found in Third, Fourth, and Fifth wards due to the dense population of Negroes. The seasonable distribution of confinement of the 119 cases appeared to be in the spring months.

ADOLESCENTS

The past - puberty stage of adolescence is the maturing of the physical organs and tissues and the training of their powers; so that by the time a young man reaches twenty - two and a young woman reaches twenty they should show full maturity of every organ and of every physical and mental power.

G. Standley Hall - Adolescence, Vol. I, Page 415, gives thirteen as the age at which most girls enter puberty and fourteen as usual for boys. But we find that the ages vary for boys differ in those of the Mediterranean as compared with those of the Nordic nations. Yet the definite date of the beginning of puberty in boys is difficult to determine because they do not experience any definite easily- apparent function like the menstrual period of the girl.

The boys of Italian, Greek and Spanish races become adolescent at twelve to fourteen. Scandinavian boys at fourteen to sixteen. The mixed nationalities of America show an average age of about fourteen.

Adolescence is a much longer period than puberty for it includes the puberty stage also four or five years of post-puberty.

The boy and girl of pre-adolescent period have physical and functional similarities, but they have interesting temperamental differences. Boys like pets; such as rabbits, guinea pigs, dogs, goats, ponies, etc. Girls have very little interest in pets; their interest is in dolls. Boys are interested in wood love and water love. Girls are interested in playing house, going calling, and giving doll parties.

One interesting phase of the pre-adolescence is that while there is a definite sex consciousness there is no reciprocal sex attraction. The boy thinks of the girl as a "girl", but he does not seek any close relations; both girls and boys at this age are very unsocial toward each other.

Boys at the age, or rather, this age are to be led into vulgarity. This is due to ignorance. He is not inherently either cruel or vulgar; he does not think through. He is unmoral not immoral. He unsocial and not anti-social.

ADOLESCENT TRAITS.

The seventeen year old youth and the sixteen year old maiden perhaps are in their third or fourth year at school. The youth has made a rapid growth in the past five. He is about five feet eight inches tall, broad shoulders, deep-chested, hard muscled, and fury-eyed - a good all round athlete. He has to use a razor three or four times a week to keep his beard in order.

He is interested in mechanics, electricity, radios and mechanism running of autos, and motor boats, in canoeing and sailing,

in hunting with gun and dogs, and in fishing with reel and rod. He is not only socially conscious of the femininity of the girl classmate and associate in school, but he wishes to associate with her.

At this age there is not only sex consciousness, but also reciprocal sex attraction.

The maiden of sixteen is now quite definitely a young lady. Her figure is attractive and as a rule is graceful in her movements. Her measurements show a remarkable modification. Shown in a study by Bowditch and demonstrated by W. W. Hasting (Manual of Physical measurements 1902)

She is about five feet three inches tall; her pelvic measurements are much increased. The girth and depth of the chest at the fifth rib levels are greatly increased because of the development of the breast. Mentally she is interested in music, art, and the domestic arts and crafts. She has high moral ideals and altruistic motives. She is sensitively conscious of her femininity and the virility conscious of manhood of her young men acquaintances and friends. She is happy to meet with them socially.

There is a remarkable typical change which has taken place when we contrast the pre-adolescent with the mid-adolescent. The boy has become a man and the girl has become a woman. Each one is sexually mature.

What has made the boy a man and what has made the girl a woman? G. Standley Hall Volume I 1904

Recent researches show that the gonad glands of both male and female prepare a "Life - ferment" that absorbed into lymph

and blood. The distribution of the lymph and blood over the body causes development of physical and psychical qualities distinctive of virility or femininity as the case may be.

NATURE'S PLAN

Nature is preparing in the young man an individual who can support and protect himself and family. She is preparing in the young woman, one who possesses the charm requisite for society and skill and resourcefulness necessary for a wife and a mother in the home. It is a part of nature's plan that the typical adolescent begin early in the period of development to experience sex urge. That is to have a strong desire to possess and to mate with the opposite sex. The sex urge is necessary and we see it demonstrated among all high animals, especially mammals and birds.

Now since the youth and the maiden have reached maturity and it is evident that they must experience sex urge and are aware of this desire before it is possible and proper to wed and start their home-building and family life, the serious question is how will this influence their lives and society? The solution to this problem is, the youth and the maiden must control their sex urge. They must live in purity and chastity. Failure to control would lead to the unwholesomely early mating out of wed-lock which would lead to unfortunate results. Such social wrongs are practiced as: in illicit relations; in prostitution; in adultery and fornication.

Self abuse is another evil among the early adolescent. This is thought to have been caused by uncleanness. Mothers and caretakers of little children neglect the proper attention that should be given

to insure absolute cleanliness of the sex apparatus.

The second prevalent cause of this habit is found in the deliberate teaching the habit to little innocent children by older associates. For this reason mothers and caretakers should keep a more vigilant watch and supervision of the child's associated and play.

During Pre-adolescence the child is going through a period of vulgarity. But whether the habit of self abuse is prevalent with the adolescent youth or the adolescent maiden, is not known. In order to prevent these habits from occurring in the life of children and youth, they should be taught early the sacred truths of life.

HYGIENE OF THE ADOLESCENT.

The two general principles that may well govern us in the instruction of youth are: 1. The instruction which is to form the basis of habit during adolescence subsequent years must begin in nearly childhood and preadolescence and should continue during puberty. 2. The instruction must be positive and constructive; it must be such that high ideals of life will be firmly established. That is, if nature is to score a great success in preparing the home-builders and the family maker preparing must begin in early childhood and must continue and establish right habits, high ideals and aspirations.

GENERAL PRINCIPLES

Some of the fundamentals that must be established are: 1. a recognition of the sacredness of life; 2. A recognition of the sacredness of motherhood; 3. A recognition of the sacredness of the family

circle and fatherhood; 4. A recognition of the sacredness of the body as the temple for womanhood or of manhood; 5. Establishing wholesome thoughts, habits, modesty in our daughters-chivalry in our sons; 6. Establish hygienic habits which will be conducive to the development of perfect physique and the maintenance of perfect health. These fundamentals should be established in the order in which they are given; the first two during early childhood, the second two during the adolescence period and the last two during puberty.

THE LIFE'S STORY

At the age of five to seven years the child begins to ask mother questions about life as mother where did you get me? or How did the baby come? The mother should tell the child the truth about nature's plan in a spirit of reverence. In telling the child how the new life comes, the mother should give the child the fact that the mother sacrifices much for the new life. By so doing the child will be impressed with a feeling of sacredness of life and of motherhood. It will hold him to the mother by a bond of confidence and love. This bond will insure the mother the leadership of the child during all the days of early childhood and preadolescence.

THE STORY OF MANHOOD AND OF WOMANHOOD

At the age of nine or ten, the second group of life's lessons should be instilled. The mother should instruct the girl and the father should instruct the boy. If the father fails to do his duty the mother should lead both daughter and son into the knowledge of

the origin of life.

When a young man understands nature's plan in a man's life, he can be lead easily by his father or another leader whom he respects and trusts, to adopt the continent life - the life of no sex indulgence of any kind - as the only means that will deep him perfectly fit physically and the worthy, or rather only program of life that will deep him worthy of the pure girl whom he hopes some day to wed.

When the girl is taught to understand nature's plan for developing a woman's life, she acquires high ideals of life and of womanhood. She will feel instinctively that her person is sacred to her future womanhood, and to her future wifehood and motherhood.

Girls who are given the right instructions by their mothers never acquire destorted view points off life or the unclean personal habits. But will naturally become modest idealistic, and above reproach in their thoughts, life and habits.

PROTECTION AGAINST BAD HABITS

After the proper course of instruction during early child and preadolescence, the instruction in adolescent hygiene is very simple and of the best results. The main reason for telling the child of preadolescent age the story of manhood or womanhood is with a definite end in view of impressing the child with the feeling of the sacredness of the body so that the act of self abuse will seem revolting.

If the parent does effective teaching the child will need only a few words of admonition after he has heard the story of manhood to

make him at once and forever stop the habit of self abuse if he has already learned it. Any wholesome-minded young man hopes some day to win and wed a chaste, healthy, efficient young woman. If he means to play a fair game of life, he will recognize that the young woman has a moral and ethical right to demand of the young man who is to be her life partner the same qualities that he demands of her: clean life, health and efficiency.

When this is done, we have reached a stage of social development where we recognize there is but one and the same standard for the man and the woman:..."The Single Standard."

RECREATIONAL NEEDS

The records of the juvenile court show that during adolescence, the period of greatest emotional stress, the child is most likely to fall a victim of social mal-adjustment. The records also show that in different counties there are more cases in which boys are involved than girls and the age from eleven to sixteen. But both groups reach their peak in the sixteenth year.

In organizing play-grounds very seldom are they adequate to meet the needs of the Negro Youth.

Judges and court workers give the economic factors as the chief cause of the excessive delinquency among Negro children. Low wages and the inability of the father to support the family cause both parents to go out to work, the children are left alone without guidance and they drift into trouble. We find the broken family. Husbands deserve their wives and the responsibility of

bread winning and rearing the children fall upon the mothers who have little or no time to devote to their children.

Another factor is the lack of supervised recreation during the absence of the parents. An official in the comment of the situation said there were more delinquent cases in Louisville in the winter than in summer when the play grounds were open.

We find that a large number of Negro delinquents to maladjustments caused by migration of the Negro. Another (White) probation officer gave as a fact, that police arrest Negroes more frequently than they arrest others.

Some social workers say that the lack of recreational facilities as well as the leniency of the court in dealing with offenders is the cause of excessive delinquency among Negroes, or Negro children.

Recreation of poor type is a cause of a number of cases of delinquency, because it affords chance meeting places for girls and men. In some places, western pictures and crude vaudeville cause crimes. Some authorities say that the fighting, shooting and stealing emphasized in western pictures are often the basis of criminalistic imagery that affects the youth. Most officials agree that a child's behavior is found in reaction to environment.

Since we take for granted that the above causes of delinquency in adolescence to be true- What are we to do in order to reduce delinquency? Shall we in the face of those facts remain silent and allow such conditions to exist and continue to increase? No. We

should put forth every effort to produce well-planned and effective recreational and character-building agencies such as : More efficient wages that would enable the fathers to provide adequately for his family; well-trained recreational supervisors; ideal home environments; and the interest of the schools, churches and the community at large, in interest of our youth.

Let us seek to provide play space and play grounds where colored people live; but most of all provide a recreational program that is both educational and cultural.

SUMMARY

The typical pre-adolescent boy is egotistic, thoughtless, blundering, rough, noisy, rude, unmoral and unsocial. He is interested in woods and water, and live things. There is sex consciousness but not reciprocal sex attraction between boys and girls.

The typical adolescent youth is thoughtful and considerate. He has a moral awakening and begins definitely to show the beginnings of altruism. He enjoys camping, hunting and fishing. He is vile and aggressive but not selfishly so. He is athletic and cooperates effectively in team work. There is not only self consciousness but also a mutual and reciprocal sex attraction between youth and maiden.

The remarkable transformation of boy to man, and girl to woman, is due to the influence in them of a Hormone from gonads. This recently discovered "life ferment", entering in to the blood from the sex glands, causes the development of typical male qualities in the youth and of typical female qualities in the maiden.

One phase of the sex development is the experience of sex urge on the

part of the adolescent. Uncontrolled sex urge has led to a train of evils, unhappiness, weakness, disease, degeneration or social evil. ✓ The cure of the social evil can be accomplished only through establishing right mental attitudes and habits in the adolescent. The taught habits and mental attitudes and physical habits of the adolescent are much influenced by the experiences of the pre-adolescent period. It is therefore strongly recommended that the instruction of the young begin early and that it be given by the parents, so far as that is feasible.

The fundamental principle to be followed in the instruction of the youth concerning social relationships and personal, attitudes and habits is that the instruction should be idealistic, positive, and constructive - not negative or morbid or fearful.

With proper guidance from the beginning of early infancy, many of the crimes or errors of the adolescent may be prevented, but, since parents who are the main factor in the directing the child for future life, do not understand the child errors do come, and thus we find the need of creating some device in order to readjust the child so that it may be able to conform to right living. This device is, then the establishment of the juvenile court, which is separate and independent of the adult court.

In calculating the stages of development of the child to maturity we begin with the child at infancy. Their ages are for girls of this period 0-2½, for boys 0-3. Early childhood girls 2½-9, boys 3-10. Preadolescent girls 9-13, boys 10-14. Puberty youths 14-17, maids 13-16. Post-Puberty young men 17-22, young women 16-20.

THE ADOLESCENT STAGE

This important period has been so thoroughly and adequately treated in President Halls' monumental work that little need be said of its characteristics. Physically, it is marked by a very rapid growth being sometimes almost doubled within a single year, while normal percentum increase is from one third to one half in individual cases.

Mentally as well as physically, adolescence is new birth the intellectual changes - in themselves profound - are at first quite overshadowed by the emotional instability, "Fear, anger, love, pity, jealousy, emulation, ambition, and sympathy are either now born or springing into their most intense life.

Hall places the apex of the run away curve at the beginning of this period. All teachers of the adolescent children would doubtless agree that the child entering upon this stage reacts very strongly against drills and repetition to which he has become insured during the prededing period, and it is certainly true that the factor of of interest will bring far better results at this time than the factors of forced effort.

When we speak of the moral characteristics of adolescence, we mean the emotional changes, which take place, which make this period the great breeding place of ideals, and the inevitable clash and conflict of these ideals that justify the term "storm and stress period" so frequently applied to later adolescence.

There is a profound religious awakening on the one hand and the stronger tendencies toward criminality on the other which mark the

extremes in post-puberty development of the sentiments. Conduct is organized on a much more elaborate plan. All forms of punishment that appeal to the fear of physical pain are beyond doubt always more productive of evil than of good in the normal adolescent, no matter how serious his offense. If he cannot see in what manner the inhibitions and repressions that are demanded of him will conduce to his ultimate well-being, it will be next to impossible to compel these restrictions through physical force and at the same time fall to work an irremediable injury. He feels that he left such methods behind him in the stage from which he has just emerged, and it is pedagogical wisdom to respect this conviction even at some sacrifice.

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